Madrasah Institutional Management Based on Collaboration with Boarding Schools in the Disruption Era

Zuri Pamuji[1] , Titik Rahmawati[2]
[1] UIN Prof.K.H. Saifuddin Zuhri Purwokerto, Indonesia.
[2] UIN Walisongo Semarang, Indonesia
Korespondensi Penulis. E-mail: zuripamuji@uinsaizu.ac.id

ABSTRACT

The disruptive era has had a tangible impact on the world of education, including the need to strengthen networks for each educational institution so that it can continue to exist and be accepted by society. This research aims to find patterns of institutional collaboration between madrasah and boarding schools to strengthen institutional existence. This qualitative research uses a case study approach at one of the MTs Muhammadiyah Bantul Yogyakarta, from April - July 2024. Observation, documentation, and interviews were used to collect data. The research results: madrasah has been collaborating with Muhammadiyah Boarding Schools (MBS) to strengthen institutional existence since 2020/2021. This collaboration is carried out by sending some students from madrasah who wish to study at Muhammadiyah Boarding Schools/live in boarding schools. So, administratively, some of the students are recorded in the madrasa database, but the learning process is carried out at the Muhammadiyah Boarding School. However, lessons that contain general material are still given by madrasah teachers. To ensure the quality of learning, periodic coordination is carried out between the madrasah and the Muhammadiyah Boarding School in Bantul, and student learning outcomes are monitored. Through this collaboration pattern, it has been proven that madrasahs can still exist and be accepted by the community despite the difficulties of several private madrasahs in the surrounding area in getting new students.

Keywords: Management, Madrasah, Boarding School, Disruption

1). INTRODUCTION

Technology was created to solve problems and provide convenience in various aspects of human life (Herlambang, 2024). This means that technology can help humans face their multiple problems on an individual and social scale. Besides that, technology is also intended to make it easier for people to live their daily lives, both in matters involving personal interests and community life. Aspects of the use of technology are not only in private matters but also broad aspects of human life, such as economics, politics, health, education, and even religion, especially with digital technology.

Digital technology makes information very easily accessible and disseminated, almost without any restrictions. So, the development of existing technology has made human life enter an era of

disruption. The era of disruption is a time of massive change due to innovation based on digital technology (Putri, 2023). Huge changes in various areas of human life have a positive impact, but the negative impact of the changes that occur needs to be watched out for. These negative impacts can affect various areas of human life, including education.

The negative impact of disruption in the education sector can certainly influence the nation's future generations. These negative impacts include: Education is increasingly losing direction and purpose, especially in shaping students' character; the commercialisation of education is increasing; and students will abandon educational institutions that are not ready to adapt, especially in improving quality (Anggraini, 2022; Fikri, 2019; Praditia, 2024).

Efforts to improve the quality of educational institutions, including schools and madrasah, are a necessity in the current era of disruption. One of the efforts to do this is by building networks or collaboration between educational institutions and other parties/institutions, especially stakeholders(Andriani, 2022; Damayanti, n.d.). This collaboration will bring benefits to schools/madrasah, including: 1) helping schools/madrasah to equip students with real experience, 2) helping the smooth running of school/madrasah programs, including character strengthening programs 3) increasing the capacity of teachers in schools/madrasah (Kinanti, n.d.; Martha, 2021; Nasriyati, 2022).

Collaboration by schools/madrasahs can take various forms, and the parties are invited to collaborate. One form of partnership that schools/madrasahs can choose is cooperation in providing education, significantly strengthening character and improving the quality of institutions. One of the parties invited to collaborate is Islamic boarding schools. Previous studies show that this collaboration benefits both parties, schools/madrasahs and Islamic boarding schools (Jahari, 2019; Jasmani, 2020). Due to the various benefits that both parties have obtained, this form of collaboration between schools and madrasah must be imitated to improve the institution's quality and existence. Among the schools/madrasahs that are also trying to implement collaboration with Islamic boarding schools is MTs Muhammadiyah Bantul, which collaborates with the Muhammadiyah Boarding School Muhiba in Bantul. In this regard, this research was conducted to explore and analyse the collaboration between madrasah and Islamic boarding schools, aspects of cooperation in any field, and the impact of this collaboration on madrasah.

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2). RESULTS

The collaboration between MTs Muhammadiyah Bantul and the Muhammadiyah Boarding School (MBS) Muhiba in Bantul has been going on for several years, more precisely since the 2020/2021 academic year. This is by the following statement from the deputy head of the madrasah:

..if this collaboration has been going on for four years sir, now we have graduated two classes, that means it started in 2020/2021...

The collaboration carried out over four years, of course for an educational institution, cannot be considered new, especially since it has been able to graduate two groups of students. This collaboration will continue until the current academic year (2024/2025). This shows that both parties feel the benefits of the collaborative process. This is in line with the aim of the collaboration, namely improving quality. This is in line with the following statement from the teacher at the madrasah:

...but the impact is in terms of achievement, sir, that's our emphasis, it really helps us, if we have competitions in the academic field, such as MTQ, MHQ, CCA competitions, Madrasah Science Competitions (KSM), well that's our priority for MBS students who we register in these competitions.

This statement emphasised that the collaboration carried out had an impact on improving the quality and branding of madrasah. Madrasah students who live in Islamic boarding schools are one of the mainstays sent by madrasah in various fields of competition. This field of competition is not only in the general field but also competitions or competitions in the religious field, such as religious quizzes, Al-Qur'an verse memorisation competitions, and competitions for chanting Al-Qur'an verses with rhythm. The madrasah science competition/competition itself is an activity organised and held by the Ministry of Religion as a vehicle for building the spirit of science competition among madrasa students. Since its inception in 2012, KSM has become a positive event in creating a competitive culture. In 2018, KSM attempted to elaborate on science in the context of Islamic values. The 2024 Madrasah Science Competition is open to educational units from both Madrasahs (MI, MTs, MA) and schools (SD/SMP/SMA equivalent) (Admin, 2024). The Madrasah Tsanawiyah level usually consists of various branches, such as competitions in the Natural Sciences, Social Sciences, and Mathematics. This competition is in stages, starting from the educational unit, district/city, provincial, and national levels. The competition's winner from one level will advance to the next level. And the highlight is competing at the national level.

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The collaboration carried out by the madrasah with the Muhammadiyah Boarding School is carried out with the madrasah entrusting new students every year who are interested in studying at the madrasah as well as the Islamic boarding school. For those who are interested, the students will stay at the Muhammadiyah Boarding School Bantul. The learning for students in Islamic boarding schools is carried out using two models: religious content is handed over entirely to MBS. At the same time, teachers from madrasah still teach general subjects. This is in line with the following statement by the deputy head of the madrasah:

….for those studying at MBS, there are six subjects taught by madrasa teachers: Natural Sciences, Social Sciences, Indonesian, English, Mathematics, Citizenship Education…

Implementing these two models helps students become more optimal in learning and developing themselves. This is supported by a conducive and more controlled MBS atmosphere and supervised by caregivers almost 24 hours daily. The existence of these two learning models generally does not have much influence on the curriculum that applies in madrasah. This is in line with the following opinions of madrasa teachers:

…as for the impact of our curriculum, the implementation is only slightly different, yes, for regular material it is the usual material in the curriculum, while in Islamic boarding schools it is added to the curriculum….

The learning implementation pattern at MBS and Madrasah is regulated together. Even during public tests for curriculum implementation every year, MBS is always invited to participate in reviewing the curriculum that will be implemented. Meanwhile, a joint agreement is made for the study schedule between the madrasah and MBS. Whichever party makes the learning schedule first, then the second party has to adjust it. This is in line with the following statement by the deputy head of the madrasah

… The schedule is arranged together; if the Islamic boarding school has made it, we will follow it, but if it has not, we will make it first, and then the Islamic boarding school will adjust the schedule….

Setting this schedule is one of the important things to do. Teaching and learning activities are a series of communication activities between students, who are called students, and teachers, who are called teachers. A learning schedule is prepared to accommodate teaching and learning activities. By preparing a school learning schedule, teaching and learning activities can be carried out optimally. School learning schedules must be prepared carefully for smoothly running teaching and learning activities (Soebroto, 2022)

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This collaboration between madrasahs and Islamic boarding schools provides mutual positive benefits. However, this collaboration certainly requires financial support. This is because the management of funds or education costs at an institution needs to be carried out to improve the quality of graduates and allow them to compete with other institutions with the principles of justice, efficiency, transparency, and public accountability (M. J. Imron, n.d.). In general, the same applies to the implementation of self-financing. This is by the following statement from the madrasah treasurer:

...the general costs are still the same, sir, this year the plan is to recalculate the financing...

After the implementation of this collaboration, the number of students each year is likely stable. This is important for the sustainability of the madrasah. Moreover, several madrasah/private schools around the madrasah area experience a shortage of new students during the academic year. Some private schools/madrasahs can only recruit a few new students (Nova, 2024). The number of new students in the madrasah for last year (2023) and this year (2024), can be described as follows:

Picture 1.
Comparison of the Number of Class VII Students
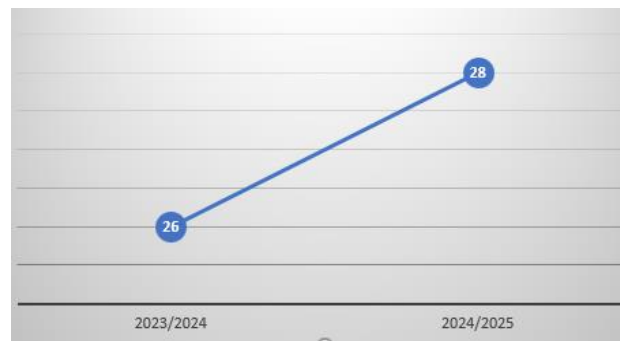
The impact of this collaboration has more or less helped madrasahs to brand themselves and increase their existence. The partnership initiated and implemented for four years will continue for the following years; this is important because, with good branding and a substantial existence, people will compete to enrol their children in the madrasah. This is because madrasah can provide their children the best in general and religious science disciplines (Susilawati, n.d.).

3). DISCUSSION

The strategy to improve the quality of MTs Muhammadiyah Bantul in collaboration with Muhammadiyah Boarding School (MBS) Muhiba in Bantul is a strategic step because the impact of

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the improvement can be felt directly. This shows that collaboration is an essential and crucial aspect that every educational institution needs to carry out. After all, improving the quality of education for an academic institution is currently a top priority (Mulyanti, 2023). In addition, this collaboration complements the collaboration carried out by the madrasah with parents/committees. The community or parents are also very influential in the management of education, especially to improve the quality of education and student learning achievement (Prihantini, 2021)

The increase in the quality of madrasah is proven by the presence of students who can compete in various fields. These students will eventually become madrasa alumni. With this pattern, madrasa alumni can also become superior and better-quality graduates. This is important because one of society's needs is the ability of graduates produced by an educational institution to fulfil society's desires. Of course, to achieve this, cooperation from various elements is required (N. E. P. A. Imron, n.d.).

The collaboration carried out by the madrasah and MBS shows that education management is not the responsibility of a group, so other parties need to be involved in fulfilling and covering deficiencies to achieve educational goals. Indeed, the models of cooperation that madrasahs and Islamic boarding schools can carry out include formal cooperation, informal cooperation, and formal-informal cooperation (Hidayatuloh, 2020). With this collaboration, madrasahs or schools which are institutionally integrated in a limited way with Islamic boarding schools have the opportunity to synchronise their educational programs. With the existence of Islamic boarding schools, the opportunity for school or madrasah students to receive more profound and broader religious lessons is wide open, as is the chance to take natural knowledge seriously at school (Maghfur, 2020). And this has also been done by MTs Muhammadiyah in Bantul with the Muhammadiyah Boarding School (MBS).

Apart from this, collaboration between madrasahs and Islamic boarding schools can be directed at responding to current issues, one of which is religious moderation. This is because religious moderation aims to mediate and invite the two extreme poles in religion to move to the middle, returning to the essence of spiritual teachings, namely humanising humans, and religious moderation itself is a program included in the 2020-2024 RPJMN (Admin, 2020; Agama, 2019). It needs to be understood that the implementation of this program, primarily if it is related to the role of madrasah,

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then from the perspective of curriculum implementation, implementing the content of religious moderation requires joint efforts from all parties (Safinah, 2024). And this, at least, can be bridged by collaboration between madrasahs and Islamic boarding schools.

4). CONCLUSION

The collaboration by MTs Muhammadiyah in Bantul with the Muhammadiyah Boarding School (MBS) Muhiba in Bantul helps improve quality. Collaboration is carried out with the main focus on curriculum implementation and learning. The general curriculum pattern is the same, the only difference is in the implementation of teaching general subjects and religious subjects. Some of the general subjects taught directly by madrasa teachers for students attending Islamic boarding schools include six subjects, namely Natural Sciences, Social Sciences, Indonesian, English, Mathematics, and Citizenship Education. Meanwhile, religious subjects are taught directly by Islamic boarding schools. Apart from improving the quality of the madrasah, this collaboration also benefits the branding and existence of the madrasah. Even amidst the limited number of new students at private madrasahs in the area, in the last two years, the number of students has tended to be stable, although, of course, it has not reached the ideal number.

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